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ABSTRACT

A study was conducted at Howard Community College (HCC) to provide a comprehensive profile of all students who graduated with a degree or certificate from HCC in 1984. Survey questionnaires were sent to all 267 graduates, requesting information on current employment/educational status, primary reason for attending HCC, achievement of goals, satisfaction with instructional quality and overall institutional quality, reason for enrolling at HCC, year of first attendance, full-/part-time enrollment status, transfer experiences, and employment. Study findings, based on a 56% response rate, included the following: (1) 93% of the responding graduates indicated that they had achieved their goals at HCC; (2) over 90% were extremely satisfied or satisfied with the quality of classroom instruction and the overall quality of the college; (3) the most popular programs were nursing, business management, secretarial science, data processing, biomedical engineering technology, business administration, and general studies; (4) 45% had entered HCC with the intention of taking courses without working towards a degree or certificate; (5) 37% transferred to another institution, representing 80% of the students who entered HCC with transfer as their major goal. The bulk of the study report consists of graphs showing HCC findings, often in contrast with statewide results. The survey instrument is appended. (AYC)

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Howard Community College

FOLLOW-UP OF 1984 GRADUATES

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APRIL 1986

FOLLOW-UP OF 1984 GRADUATES

RESEARCH REPORT NUMBER 44

April 1986

Office of Institutional Research

Howard Community College

Columbia, Maryland

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HOWARD COMMUNITY COLLEGE FOLLOW-UP OF 1984 GRADUATES

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TABLE OF CONTENTS

	Page
Brief Summary of Research	ix
List of Charts	xi
PART I. INTRODUCTION	1
PART II. METHODOLOGY	5
PART III. FINDINGS	9
PART IV. CONCLUSIONS	13
PART V. CHARTS AND HIGHLIGHTS	17
PART VI. BIBLIOGRAPHY	59
PART VII. SURVEY FORM	65

HOWARD COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH

BRIEF SUMMARY OF RESEARCH

Research Report Number 44

TITLE: Follow-Up of 1984 Graduates

PROJECT DIRECTOR: Susan K. Radcliffe

AUTHOR: Cheryl L.B. Reed

TECHNICAL EDITING AND GRAPHICS: Charlotte A. Monroe

PURPOSE: To provide a comprehensive study of all students who graduated from Howard Community College in 1984. These students include those earning certificates, as well as associate arts degrees.

METHODOLOGY: The survey instrument was developed by members of the Maryland Community College Research Group (MCCRG) and the Maryland State Board for Community Colleges (SBCC). The follow-up study also was a joint effort among the community colleges and the state board. Survey questionnaires were sent to all students who graduated in 1984 (267).

RESPONSE: The survey response rate for the 1984 Graduate Follow-Up Study was excellent, almost 60%. Of the 267 graduates, 149 responded to the survey.

FINDINGS: All graduates responded favorably (93%) that they had achieved their goals at Howard Community College. This compares favorably with other state community colleges where 85% responded as achieving their goals. Students who had specifically defined goals of employment were employed, and those with a goal of transferring had achieved that goal.

More than 93% of graduates were extremely satisfied or satisfied with the quality of classroom instruction. Furthermore, 95% of graduates were extremely satisfied or satisfied with the overall quality of the college.

The most popular programs among graduates were nursing, business management, secretarial science, data processing, biomedical engineering technology, business administration and general studies.

LIST OF CHARTS

Chart		Page
1	Rate of Response to Survey	19
2	Degrees Earned at HCC	21
3	Graduates' Program of Study While at HCC	23
4	Cumulative GPA of Graduates	25
5	Age Interval of Graduates as of 1984	27
6	Goal Achievement of 1984 Graduates	29
7	Goal Achievement Comparison	31
8	Graduates by Gender	33
9	Graduates Rate HCC Instruction	35
10	Graduates Rate Overall Quality of HCC	37
11	Employment Status of Graduates	39
12	When Present Job Began	41
13	Relationship of Program to Job	43
14	Employed Graduates' Satisfaction with Employment Preparation	45
15	Occupational Program - Rank by Popularity	47
16	Students Who Transferred	49
17	Transfer GPA	51
18	Relationship of HCC's Program to Other Institution's Program	53
19	Satisfaction with Transfer Preparation	55
20	Credits Lost in Transfer	57

PART I

INTRODUCTION

I. INTRODUCTION

The Maryland State Board for Community Colleges (SBCC) and the Maryland Community College Research Group (MCCRG) conduct a variety of follow-up studies designed to measure the success of the community colleges in meeting their goals concerning student success. These include the follow-up survey of all community college graduates of certificate and degree programs every other year, six months after graduation. Employers of these graduates are also surveyed. The purpose of these surveys is to evaluate the success of the college in meeting its goals for graduates of occupational and transfer programs.

During the alternate years, studies of community college entrants are conducted. These studies focus on all students who entered a Maryland community college in a given year. Entrants are usually surveyed three and one-half years later. The purpose of this kind of follow-up is to investigate enrollment patterns among community college students and to follow students' progress. Furthermore, the studies provide information concerning retention of students, and evaluation of the assistance provided by the college in meeting students' goals.

In March 1985, all students who had graduated from Howard Community College in 1984 were surveyed. This survey was taken approximately six to ten months after the students completed the requirements of certificate and degree programs. By conducting the survey after this time lapse, more accurate data is obtained on short-range employment/transfer goal achievement.

PART II

METHODOLOGY

II. METHODOLOGY

The 1984 graduates (267) were surveyed as a total population in order to gather data for assessment and improvement of community college programs.

The questionnaire was developed by the Maryland Community College Research Group (MCCRG) and the State Board for Community Colleges (SBCC); 252 were delivered. The response rate for Howard Community College (HCC) was well over 50%. Of the 267 graduates, 149 responded to the survey. The questionnaire is divided into four distinctive parts. All graduates were instructed to complete Part I. If the graduates were enrolled in school, they were instructed to complete Part II. If they were employed, they were instructed to complete Part III; otherwise, they were instructed to complete Part IV. Graduates could have completed a minimum of two parts of the survey or a maximum of three parts.

Data from this questionnaire (see Section VIII in this report) as well as data provided by the HCC computer center was compared in this analysis. The data file from the HCC computer center provided demographic information and other data such as number of credits earned, reasons for entering and goals upon entering the college. Data from both sources were analyzed by the SBCC and by HCC using SPSS (Statistical Package for the Social Sciences) on an HP 3000.

PART III

FINDINGS

III. FINDINGS

General:

- o Students who had defined goals of employment or transfer were likely to achieve those goals.
- o Over 66% of students graduated with a cumulative GPA of 3.00 and above.*
- o A majority (59%) of graduates fell between the ages of 25 to 49 years of age.
- o Females continue to be the majority of graduates (72%).
- o A large majority (89%) of graduates earned an associate arts degree.
- o Graduates responded favorably (93%) that they had achieved their goals at Howard Community College; this compares well with other state community colleges where 85% achieved their goals.
- o Graduates who entered Howard Community College with the intention of taking courses without working towards a degree or certificate totaled 45%.
- o More than 93% of the graduates were extremely satisfied or satisfied with the quality of classroom instruction.
- o Over 95% of graduates were extremely satisfied or satisfied with the overall quality of the college.

Students with Employment Goals:

- o Seventy-three percent (73%) of the graduates earned awards in occupational programs of study.
- o Only 8.9% of those graduates who had a goal of employment did not achieve this goal. This compares favorably with state community colleges overall; 19% of graduates did not achieve their goals of employment.
- o Graduates who were gainfully employed six months after their graduation totaled 84%.
- o Overall, 81% of the graduates began their employment while attending or after attending Howard Community College.
- o Of employed graduates, 85% stated that their programs of study were directly related or somewhat related to their jobs.
- o Of employed graduates, 92% were extremely satisfied or satisfied with their preparation for employment at Howard Community College.
- o Nursing, management, secretarial science, and data processing were the most popular occupational programs of study among graduates.

* College-provided hard data.

Students with Transfer Goals:

- Graduates who transferred to other institutions totaled 37%.
- Over 80% of graduates who had the goal of transferring achieved their goal.
- Of Howard Community College graduates who transferred, 37% earned a GPA above 3.5 at the transfer institution.*
- Of graduates who transferred, 84% stated that the programs they transferred into were directly related or somewhat related to their program at Howard Community College.
- Over 90% of graduates were extremely satisfied or satisfied with the transfer preparation at Howard Community College.
- Credits lost by graduates in transfer were roughly comparable to the state's average, although HCC students lost somewhat more credits than did students statewide.

35% had all their credits accepted
16% lost 1-3 credits upon transferring
12% lost 4-6 credits upon transferring
20% lost 7-12 credits upon transferring
6% lost 13-20 credits upon transferring
10% lost more than 20 credits upon transferring

* Self-reported data.

PART IV

CONCLUSIONS

IV. CONCLUSIONS

The results of the 1984 Graduate Follow-Up Study strongly reinforce the positive relationship of defined goals to actual goal achievement. Students who had defined goals of employment or transfer were likely to achieve those goals. Forty-five percent of the graduates indicated an undefined entrance goal at initial enrollment. However, many of these students are able to define goals while at HCC and to continue on to earn a degree. Students should continue to be encouraged to identify and define their goals in order to further increase both transfer and employment achievement rates.

The majority of HCC's graduates are between the ages of 25 to 49 years of age. It is important to continue expanding course offerings that are attractive to non-traditional age students. However, knowing the importance of defining goals, some courses should be designed to help students explore marketable skills and define their goals.

The majority of the graduates (72%) continue to be females. This can be attributed partly to HCC's popular nursing program.

Some transfer programs, such as engineering, are carrying low enrollment. Due to credit losses during the transfer process, students with a transfer goal may be having some difficulty achieving this goal. A correlation between low enrollment transfer programs and student credit losses could be researched further. The issue of transfer credits from any program is a critical one. HCC's graduates have been more likely to lose credits than graduates statewide. This is an area that requires a very careful look.

Overall, graduates responded favorably that they had achieved their goals at HCC. Furthermore, the results show that graduates were extremely satisfied or satisfied with the quality of classroom instruction, as well as the overall quality of the college. High cumulative GPA's also reflect the success of HCC's programs.

PART V

CHARTS AND HIGHLIGHTS

CHART 1

RATE OF RESPONSE TO SURVEY

Survey responses for the 1984 Graduate Follow-Up Study were excellent - almost 60%.

RESPONDED TO SURVEY	(149)	56%
UNDELIVERABLE SURVEYS	(15)	5%
DID NOT RESPOND	(103)	39%
TOTAL SURVEYS/1984 GRADUATES	(267)	100%

CHART 1

RATE OF RESPONSE TO SURVEY

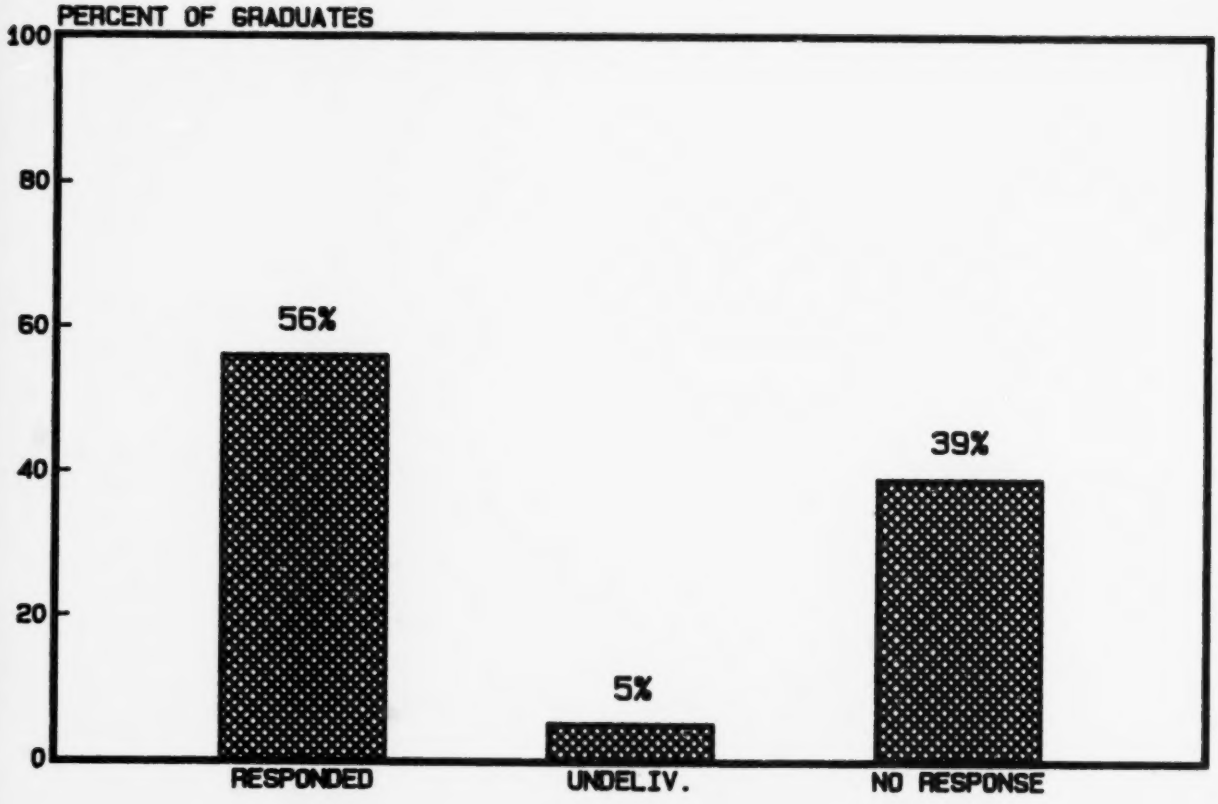

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CHART 2

DEGREES EARNED AT HCC

The majority of 1984 graduates were enrolled in programs of study earning an AA degree. This trend remains consistent with state-wide comparisons.

	HCC		STATE
AA DEGREE	(131)	89%	86%
CERTIFICATE	(17)	11%	14%

CHART 2
DEGREES EARNED AT HCC

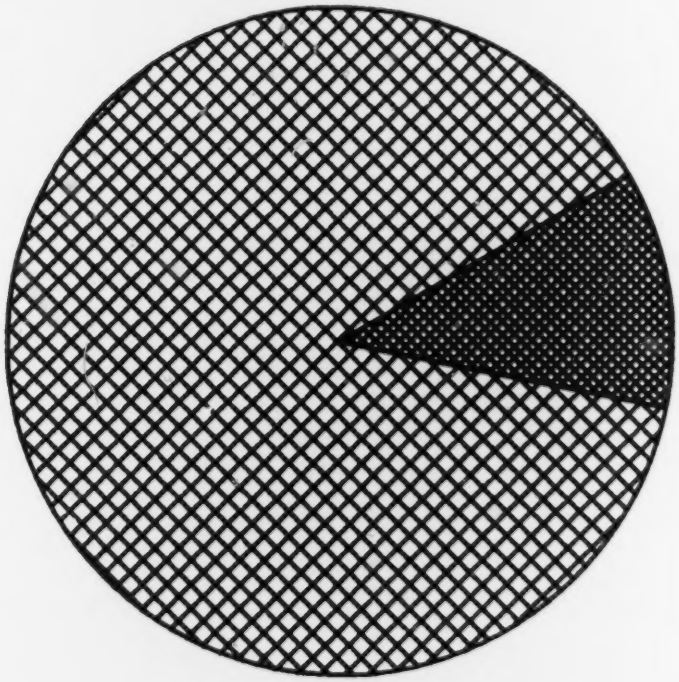

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CHART 3

GRADUATES' PROGRAM OF STUDY WHILE ATTENDING HCC

A majority of graduates were enrolled in occupational programs of study. HCC's enrollment in occupational programs averages 10% higher than other state community colleges.

PROGRAM TYPE	HCC		STATE
TRANSFER	(40)	27%	36%
OCCUPATIONAL	(108)	73%	63%

CHART 3

GRADUATES' PROGRAM OF STUDY WHILE ATTENDING HCC

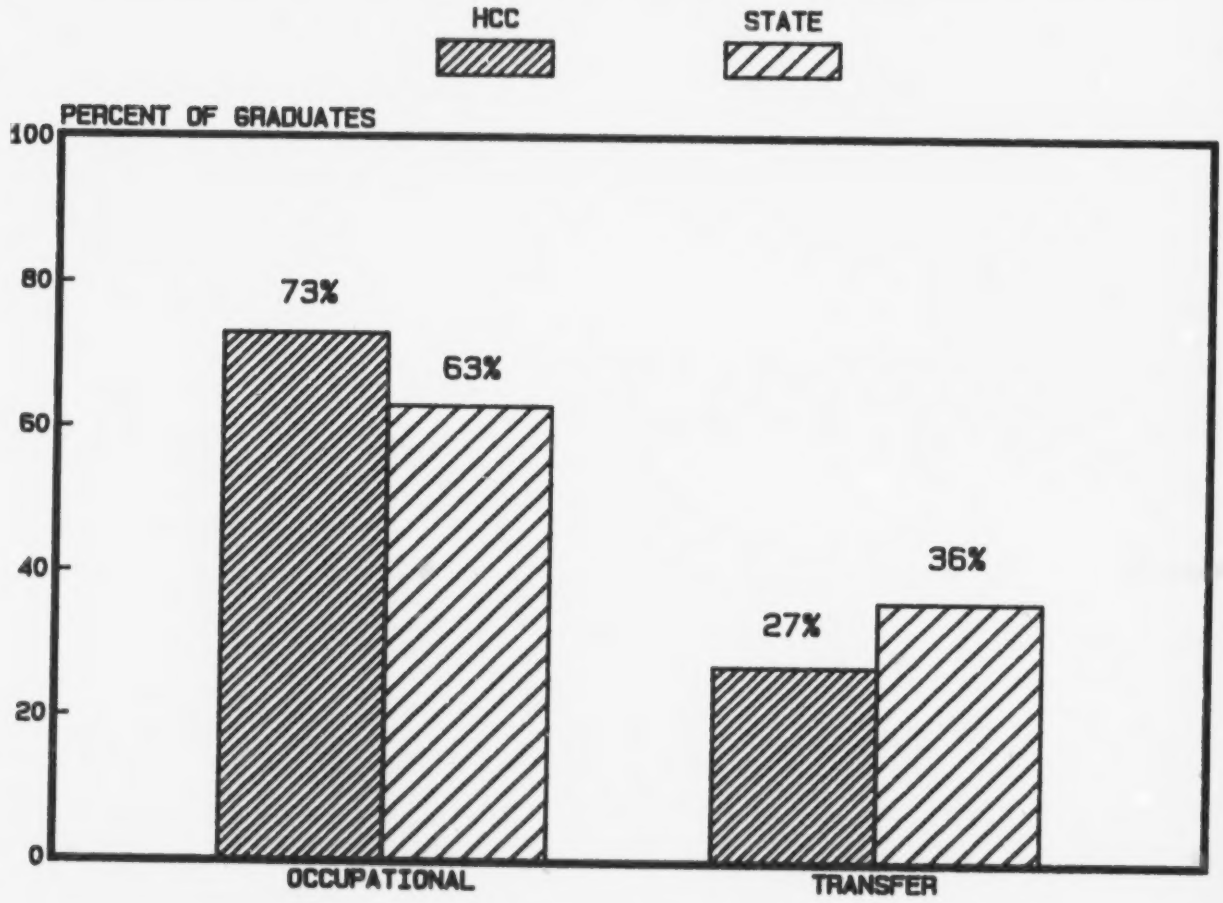

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CHART 4

CUMULATIVE GPA OF GRADUATES

Over 66% of students graduated with a cumulative GPA of 3.00 and above.*

GPA INTERVAL		
2.00 TO 2.49	(12)	8%
2.50 TO 2.99	(37)	25%
3.00 TO 3.49	(50)	34%
3.50 TO 4.00	(49)	33%

* College-provided data.

CHART 4

CUMULATIVE GPA OF GRADUATES

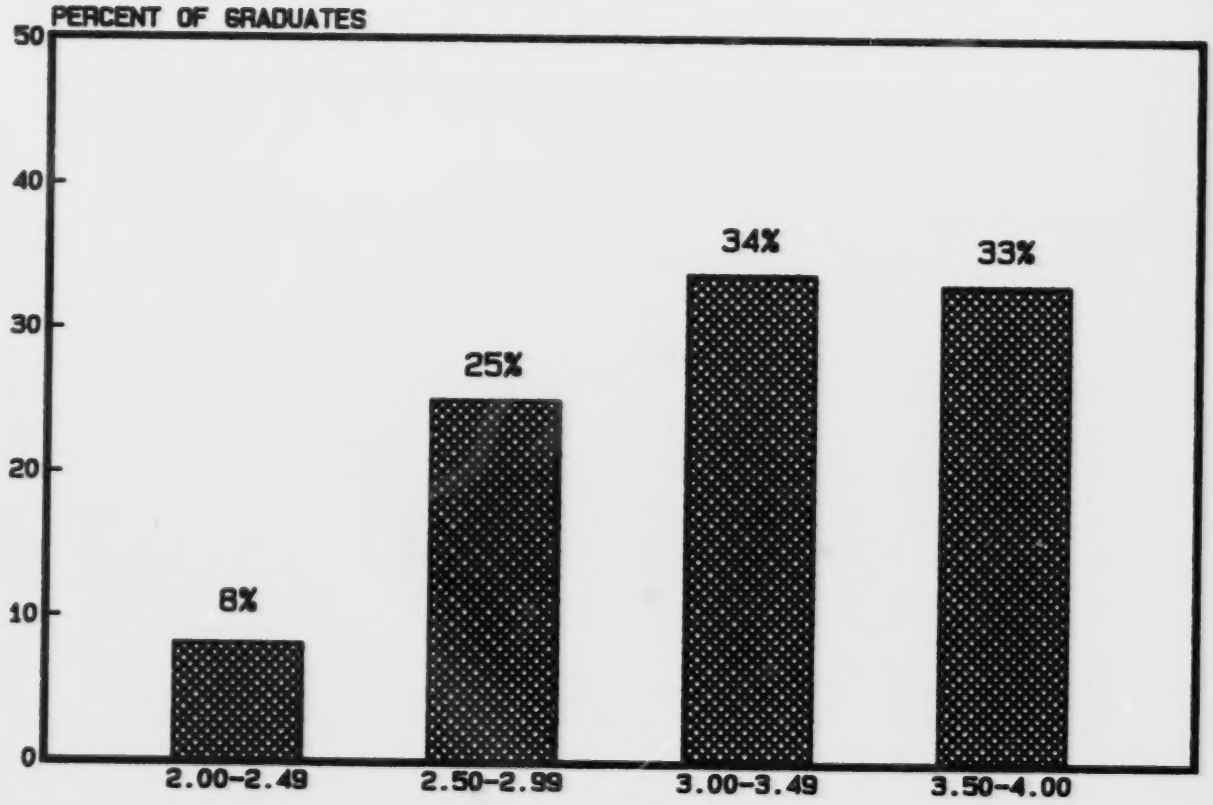

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CHART 5

AGE INTERVAL OF GRADUATES AS OF 1984

HCC graduates were likely to be in an older age group than graduates state-wide.

AGE INTERVAL	HCC		STATE
20-24 YEARS	(53)	36%	45%
25-49 YEARS	(87)	59%	50%

CHART 5

AGE INTERVAL OF GRADUATES AS OF 1984

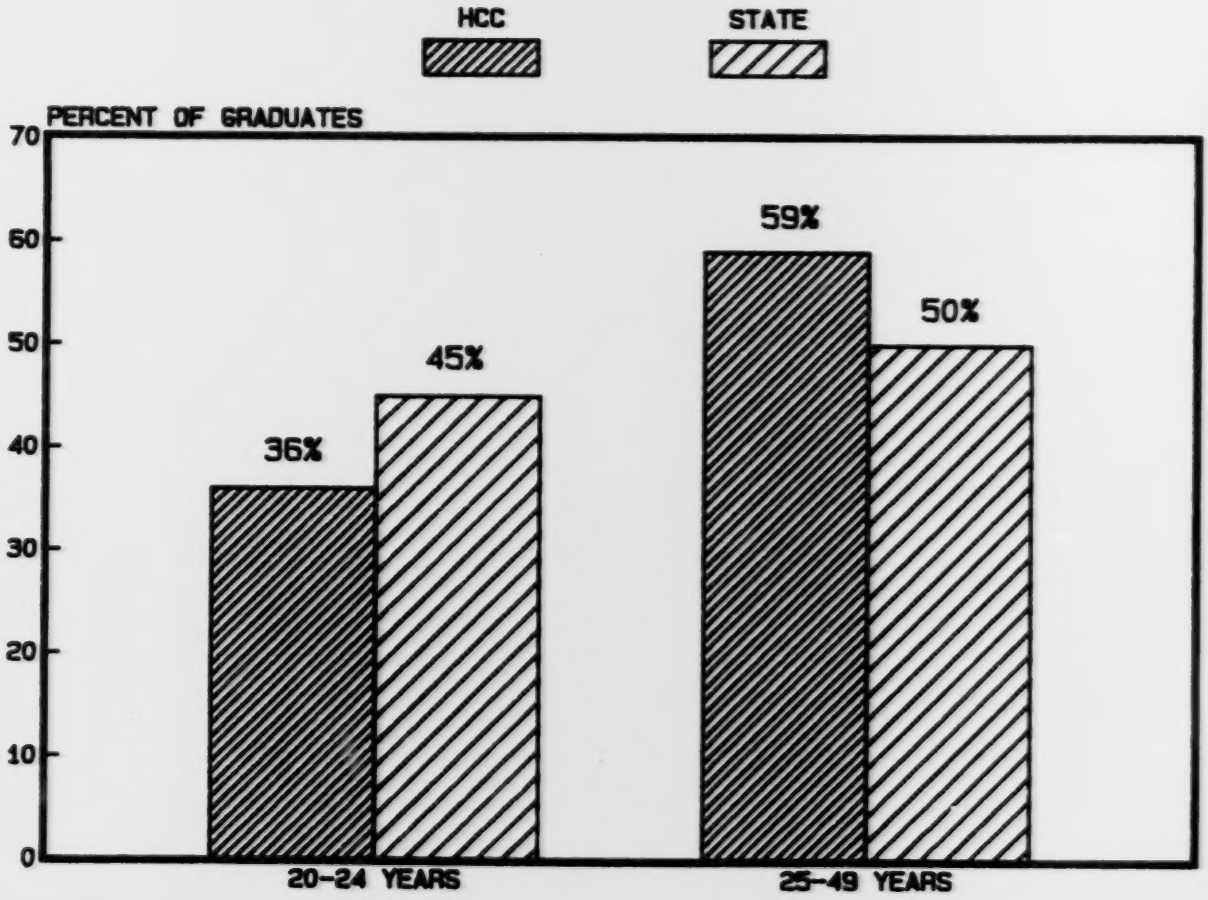

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CHART 6

GOAL ACHIEVEMENT OF 1984 GRADUATES

Students who entered HCC with defined goals of employment or transfer were likely to achieve these goals.

ENTRANCE GOAL	ACHIEVED GOAL
TRANSFER	81%
EMPLOYMENT	91%

CHART 6

GOAL ACHIEVEMENT OF 1984 GRADUATES

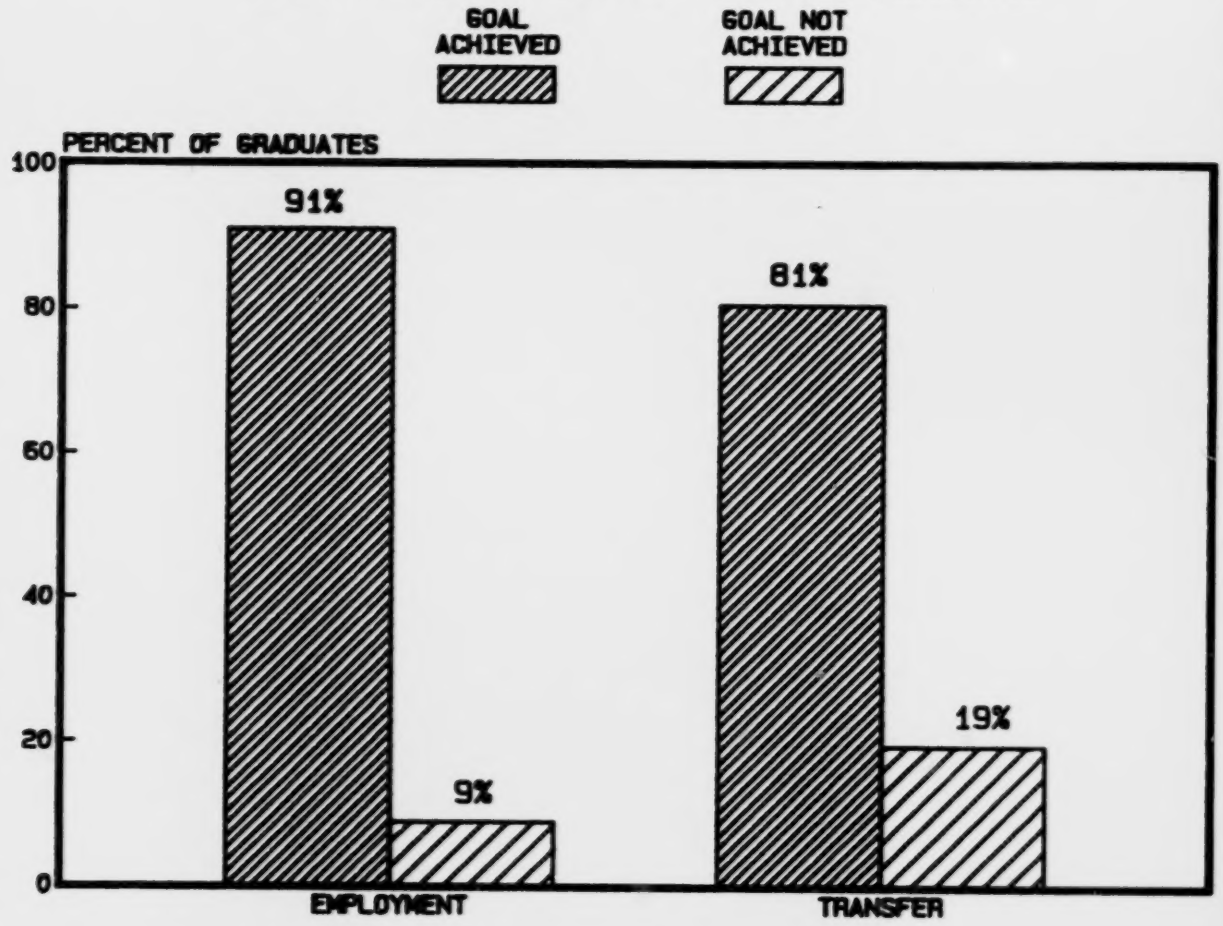

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CHART 7

GOAL ACHIEVEMENT COMPARISON

Graduates responded favorably (93%) that they had achieved their goals at HCC. This compares well with other state community colleges where 85% responded as achieving their goals.

GOAL ACHIEVED	HCC		STATE
YES	(136)	93%	85%
NO	(11)	7%	15%

CHART 7
GOAL ACHIEVEMENT COMPARISON

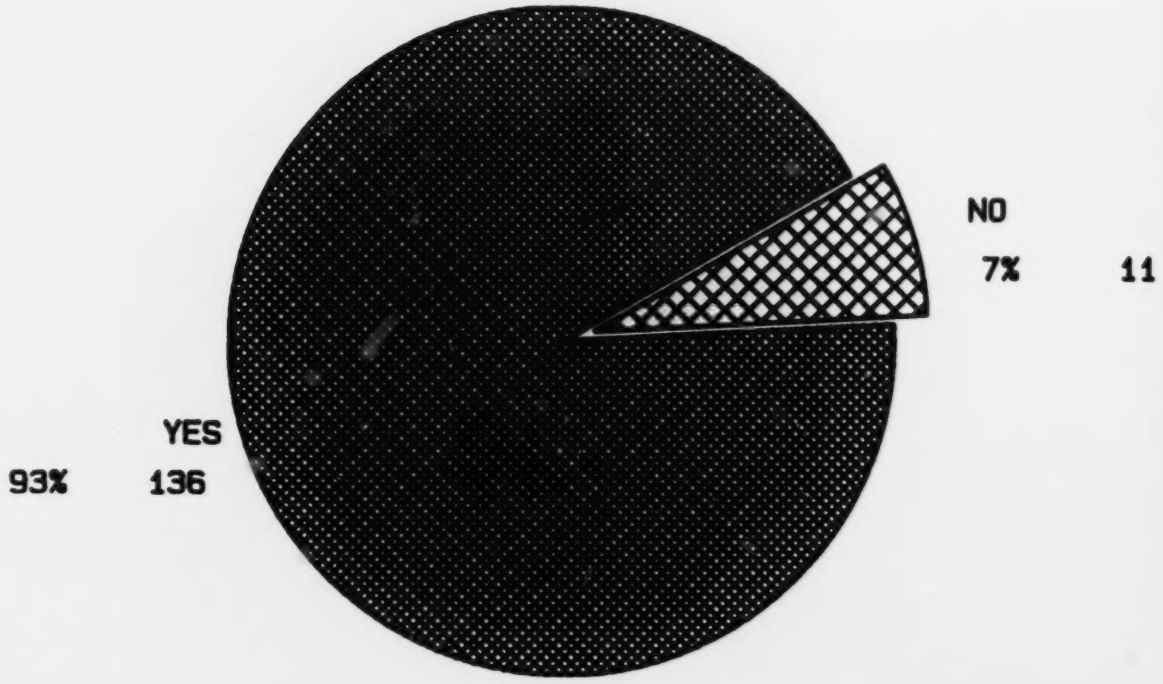

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CHART 8

GRADUATES BY GENDER

A majority (72%) of HCC graduates were females. The percentage of HCC's male graduates averaged 8% lower than that of other state community colleges.

SEX	HCC		STATE
MALE	(41)	28%	36%
FEMALE	(107)	72%	64%

CHART 8

GRADUATES BY GENDER

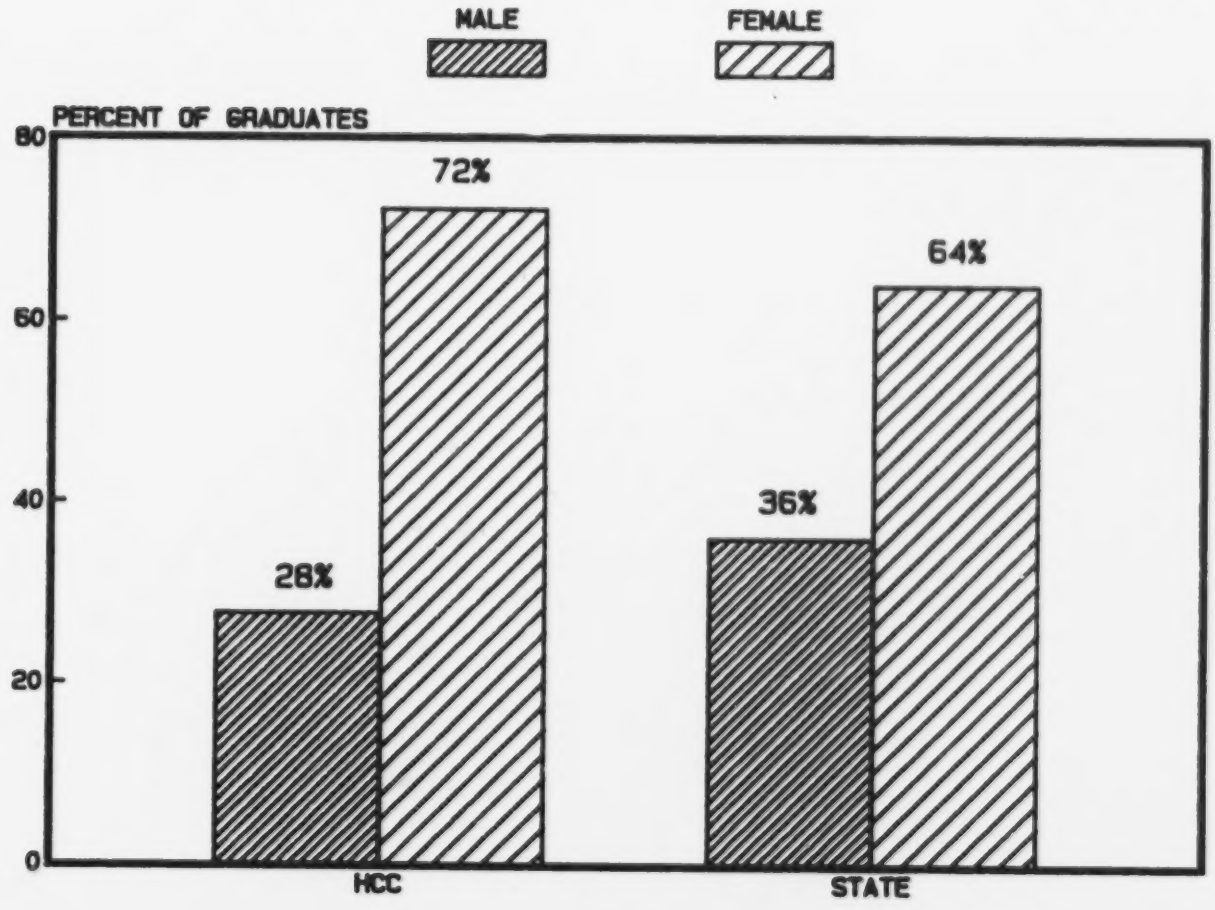

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CHART 9

GRADUATES RATE HCC INSTRUCTION

Graduates remain satisfied or extremely satisfied with the quality of HCC'S classroom instruction.

EXTREMELY SATISFIED	(62)	42%
SATISFIED	(75)	51%
UNSATISFIED	(10)	7%

CHART 9
GRADUATES RATE HCC INSTRUCTION

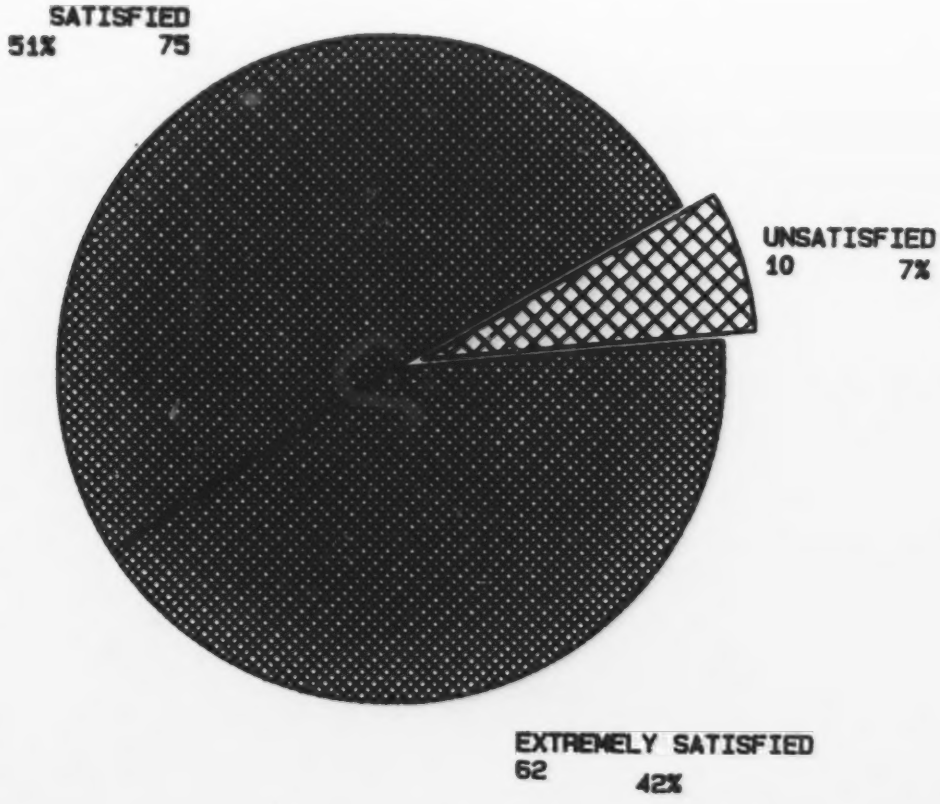

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CHART 10

GRADUATES RATE OVERALL QUALITY OF HCC

Graduates remain satisfied or extremely satisfied with the overall quality of the college.

EXTREMELY SATISFIED	(65)	44%
SATISFIED	(76)	51%
UNSATISFIED	(7)	5%

CHART 10

GRADUATES RATE OVERALL QUALITY OF HCC

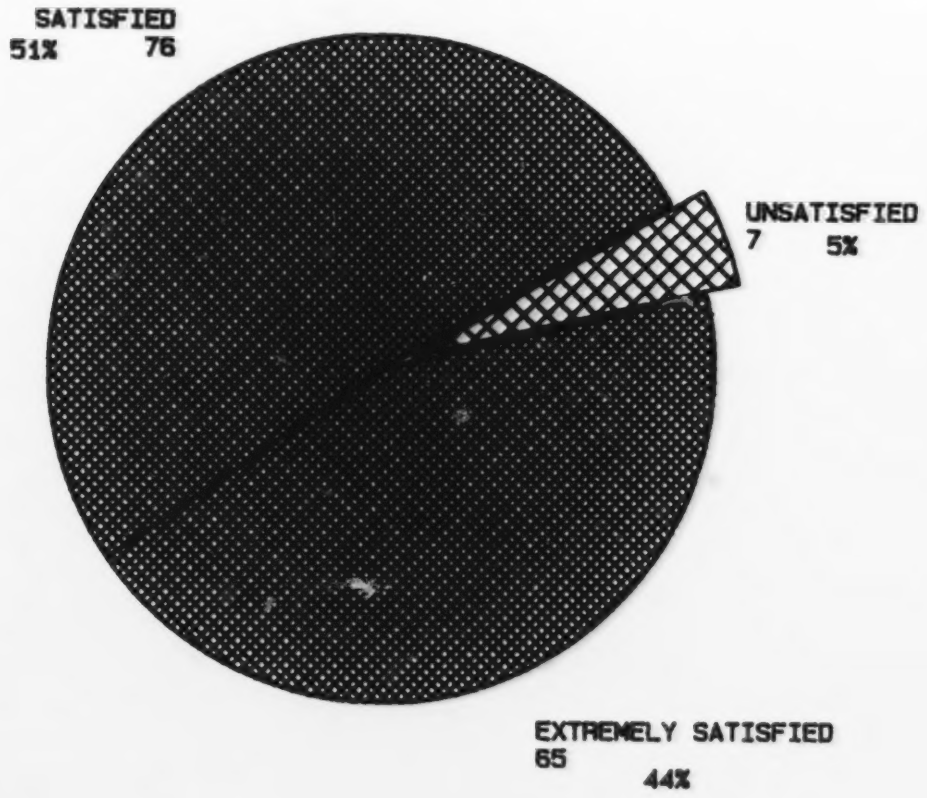

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CHART 11

EMPLOYMENT STATUS OF GRADUATES

Eighty-four percent of the graduates were gainfully employed as indicated by the survey's results.

EMPLOYED PART-TIME	(38)	26%
EMPLOYED FULL-TIME	(86)	58%
NOT EMPLOYED	(24)	16%

CHART 11

EMPLOYMENT STATUS OF GRADUATES

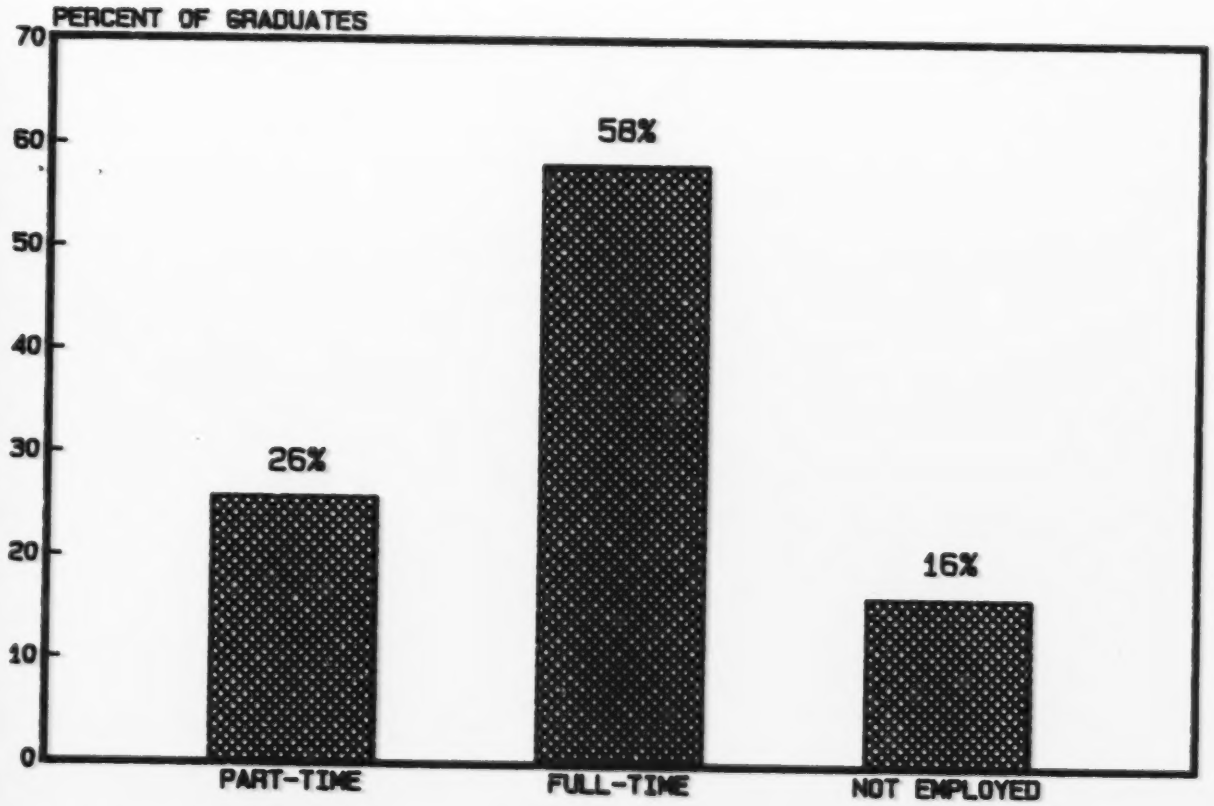

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CHART 12

WHEN PRESENT JOB BEGAN

Overall, 80% of the graduates began their employment while attending, or after attending, HCC.

WHEN JOB BEGAN		
BEFORE ATTENDING HCC	(24)	20%
WHILE ATTENDING HCC	(30)	24%
AFTER ATTENDING HCC	(69)	56%

CHART 12
WHEN PRESENT JOB BEGAN

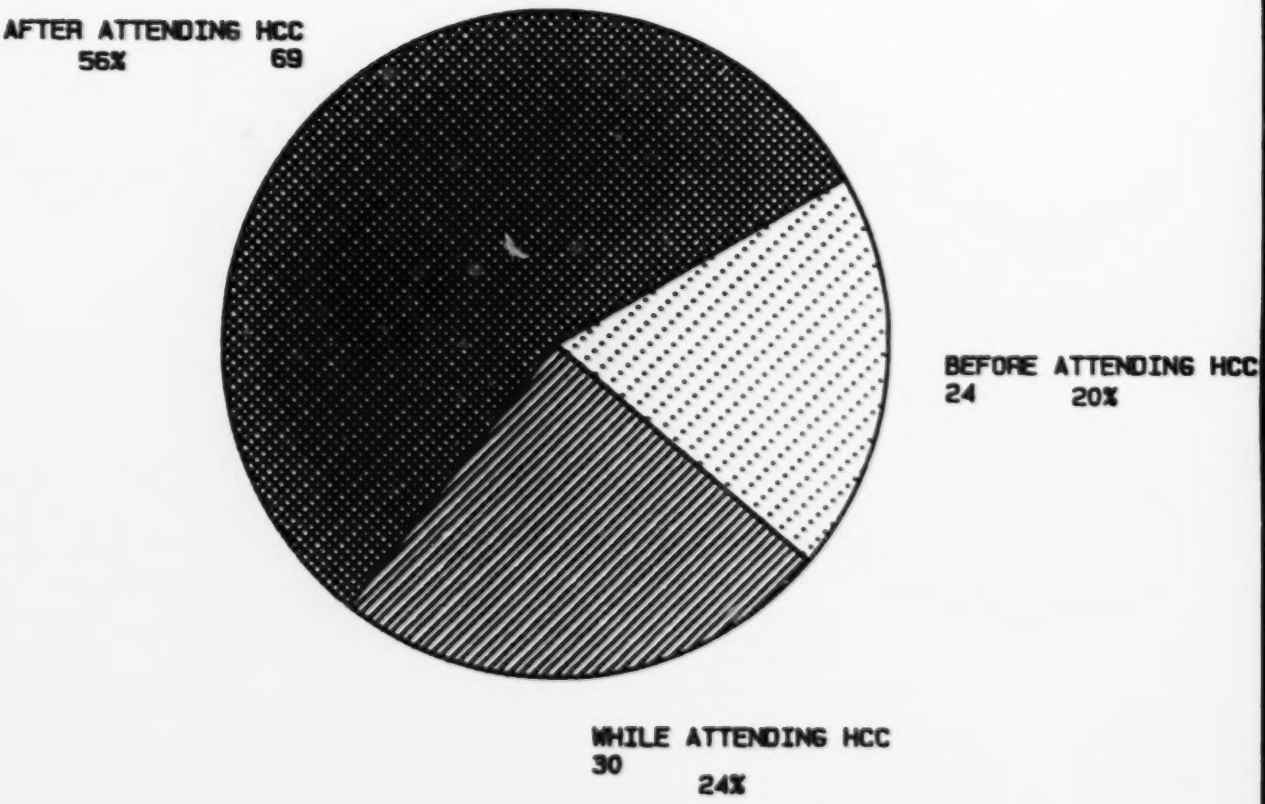

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CHART 13

RELATIONSHIP OF PROGRAM TO JOB

Of employed graduates, 85% stated that their programs of study were directly related or somewhat related to their jobs.

	HCC		STATE
DIRECTLY RELATED	(75)	61%	45%
SOMEWHAT RELATED	(29)	24%	31%
NOT RELATED	(19)	15%	24%

CHART 13

RELATIONSHIP OF PROGRAM TO JOB

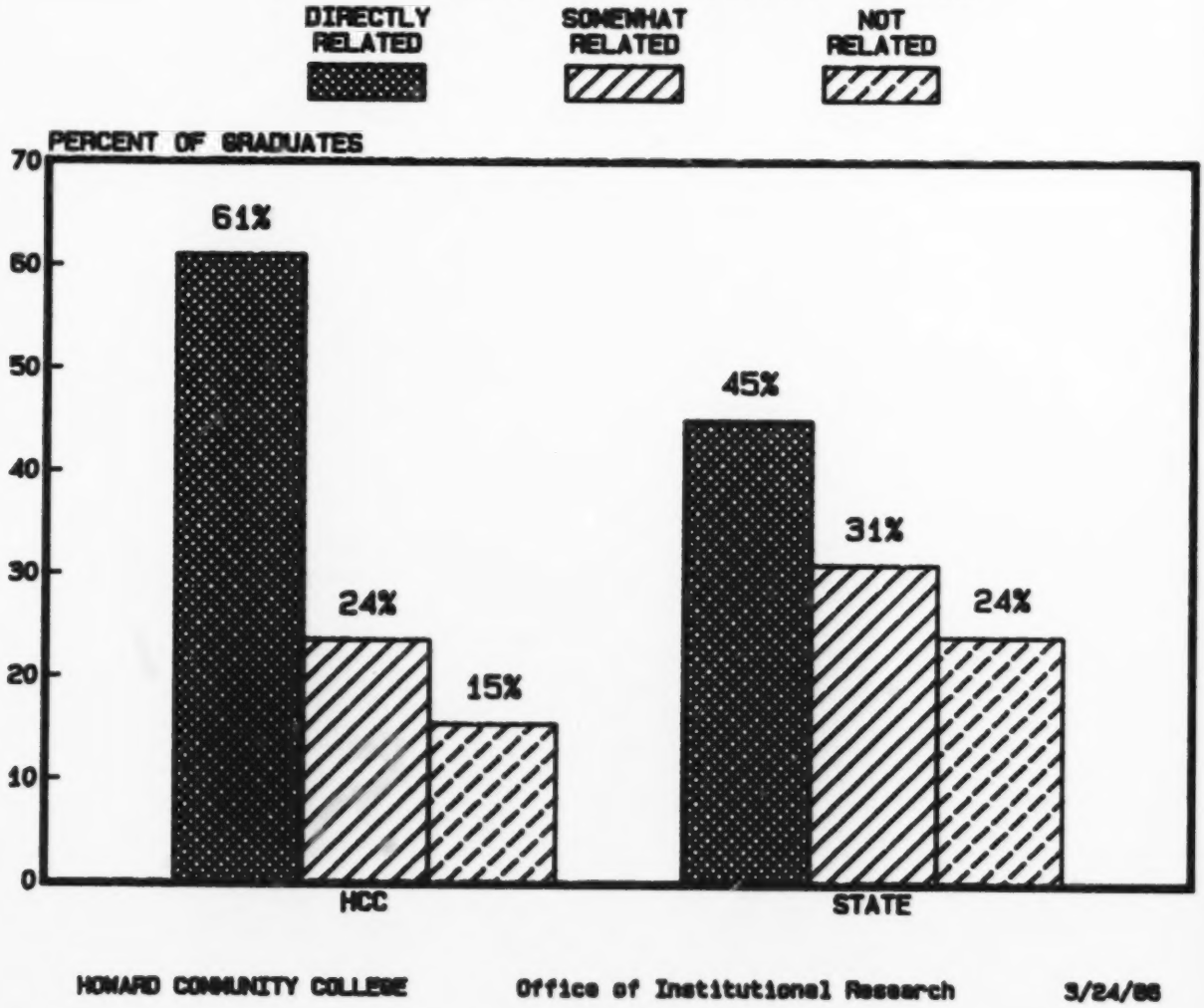

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CHART 14

EMPLOYED GRADUATES' SATISFACTION WITH PREPARATION FOR EMPLOYMENT

Of employed graduates, 92% were extremely satisfied or satisfied with their preparation for employment at HCC.

EXTREMELY SATISFIED	(35)	31%
SATISFIED	(68)	61%
UNSATISFIED	(9)	8%

CHART 14

EMPLOYED GRADUATES' SATISFACTION WITH EMPLOYMENT PREPARATION

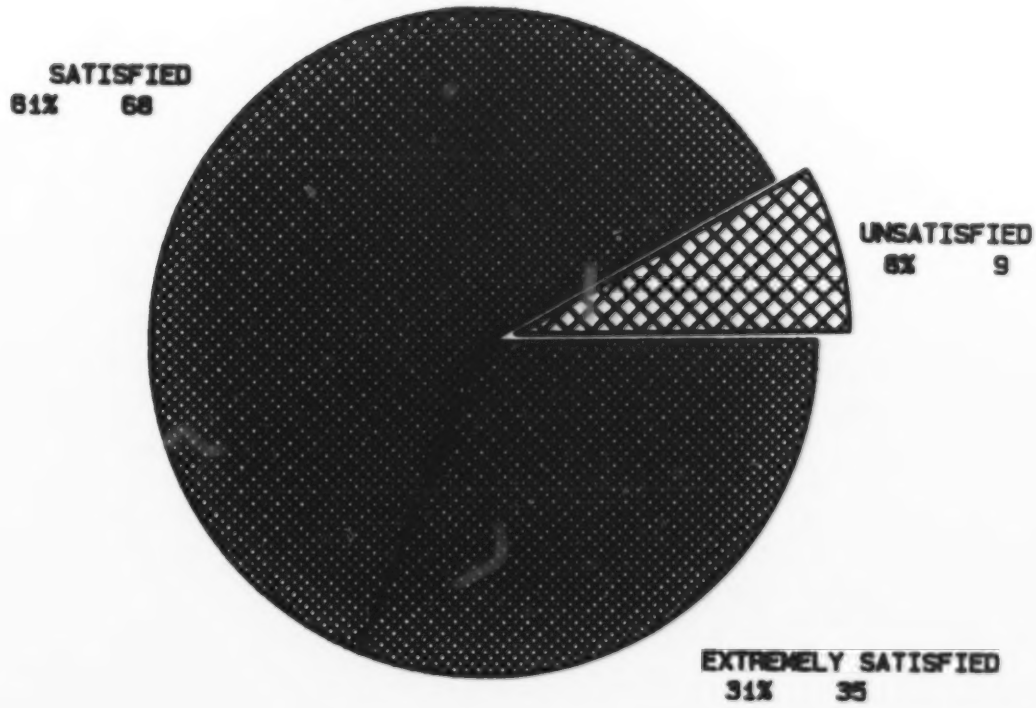

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CHART 15

OCCUPATIONAL PROGRAMS

RANK BY POPULARITY

Nursing, management, secretarial science and data processing were the most popular occupational programs among graduates

NURSING	(43)	29.1%
SECRETARIAL SCIENCE	(16)	10.8%
MANAGEMENT	(14)	9.5%
DATA PROCESSING	(11)	7.4%
ACCOUNTING	(6)	4.1%
CONSTRUCTION	(6)	4.1%
VISION CARE	(4)	2.7%
ELECTRONICS	(4)	2.7%
HOUSING MANAGEMENT	(2)	1.4%
BIOMEDICAL	(1)	.7%
HORTICULTURE	(1)	.7%

CHART 15
POPULAR OCCUPATIONAL PROGRAMS
RANK BY POPULARITY

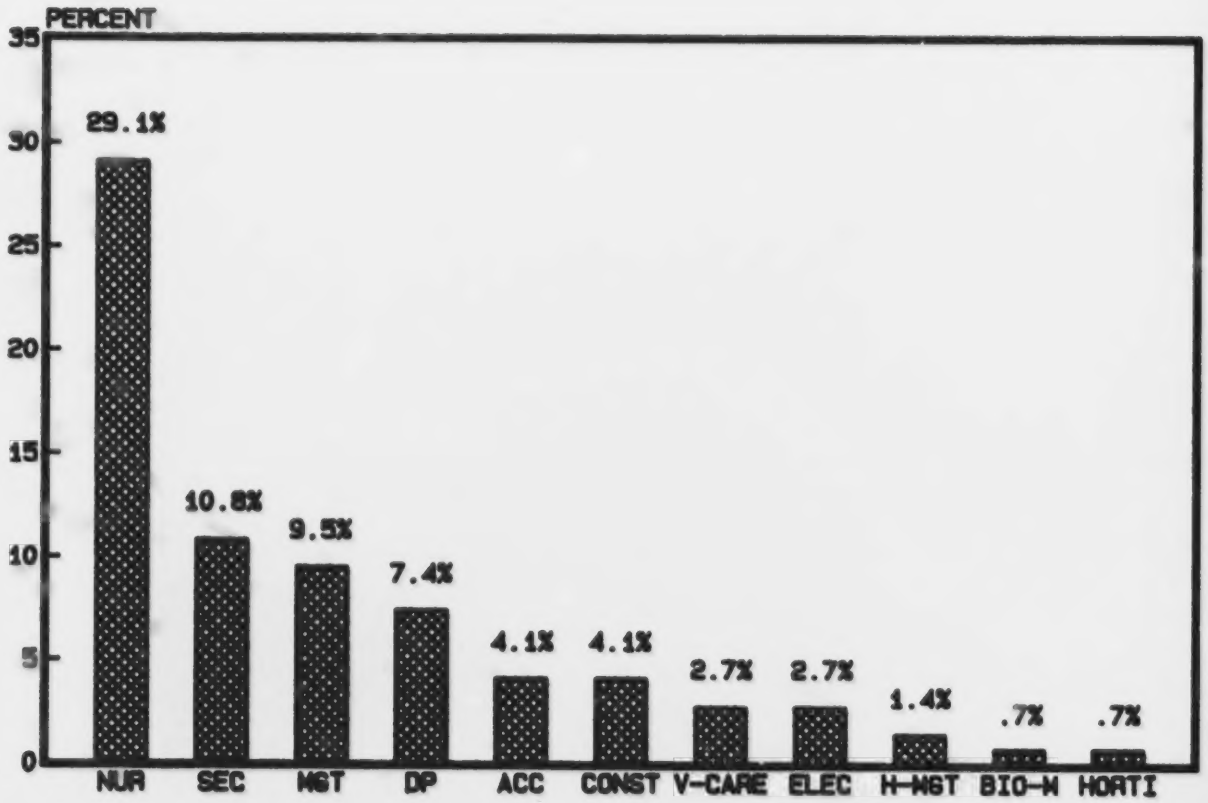

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CHART 16

STUDENTS WHO TRANSFERRED

Thirty-seven percent of graduates transferred to other institutions following their graduation from HCC.

TRANSFERRED	(54)	37%
DID NOT TRANSFER	(94)	63%

CHART 16
STUDENTS WHO TRANSFERRED

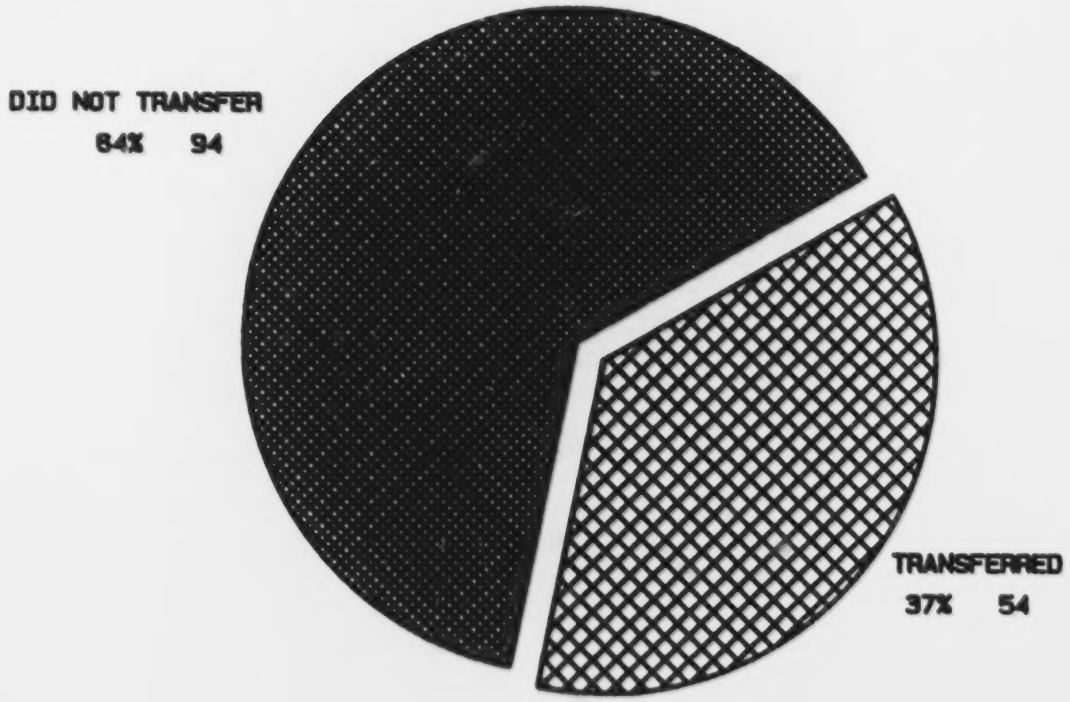

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CHART 17

TRANSFER GPA

Thirty-seven percent of HCC graduates earned an overall GPA above 3.5* at the transfer school compared with the state's transfer GPA above 3.5 of 27%.

		HCC	STATE
BELOW 2.00		0%	4%
2.00 TO 2.40	(10)	22%	11%
2.50 TO 2.99	(9)	19%	26%
3.00 TO 3.49	(10)	22%	32%
ABOVE 3.50	(17)	37%	27%

* Self-reported data.

CHART 17
TRANSFER GPA

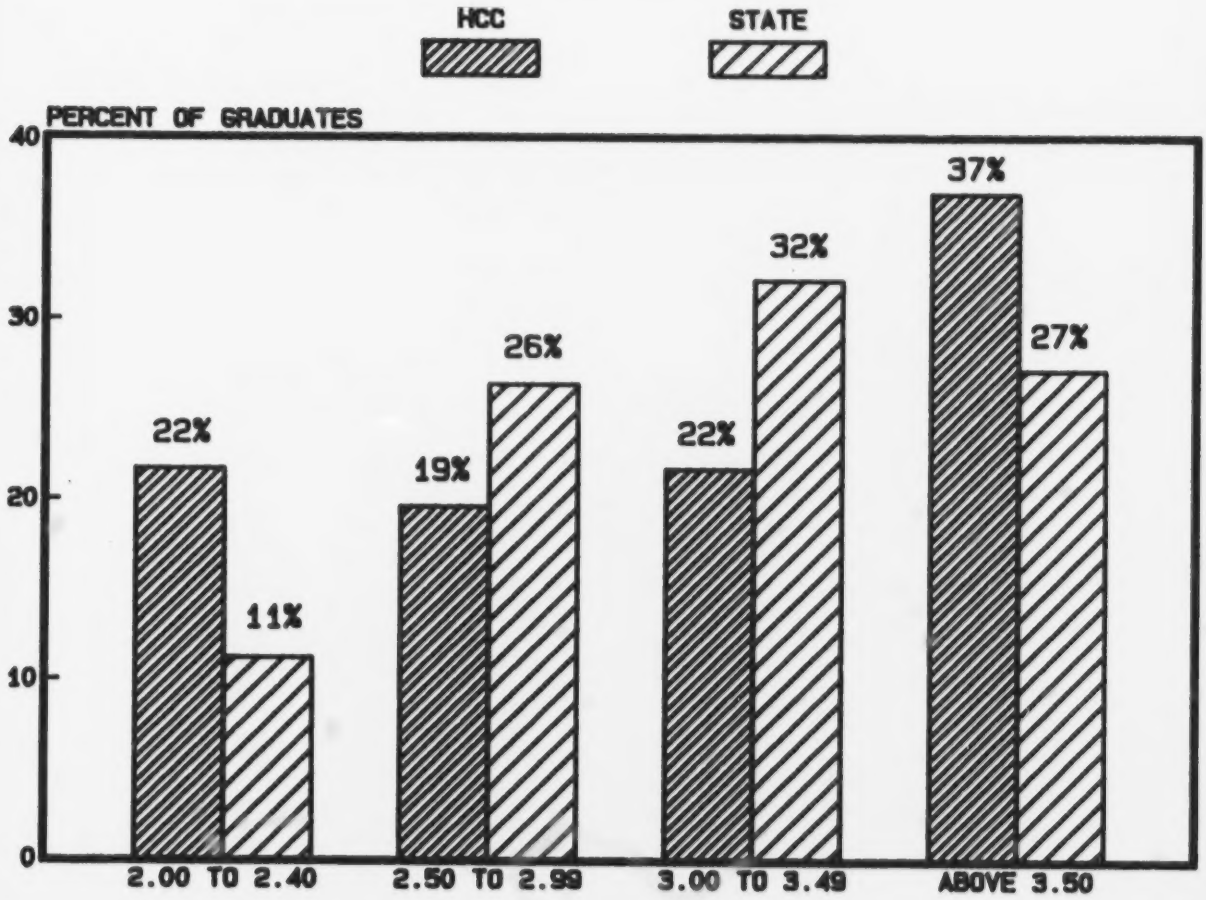

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CHART 18

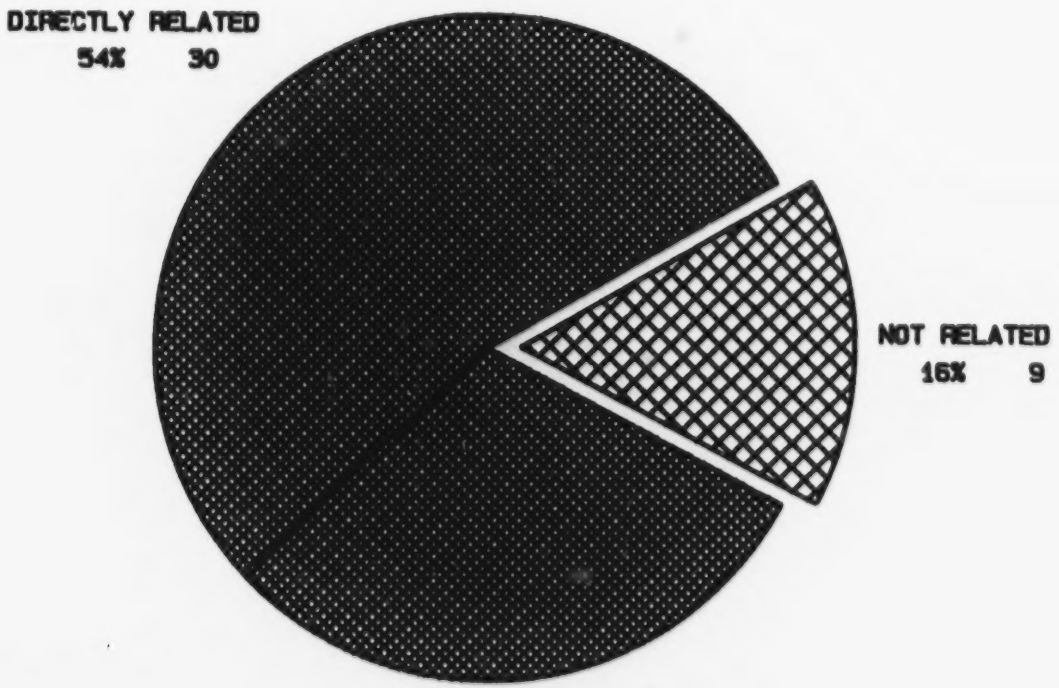
RELATIONSHIP OF HCC'S PROGRAM TO FOUR-YEAR INSTITUTION'S PROGRAM

Of graduates who transferred, 84% stated that the programs they transferred into were directly related or somewhat related to HCC's.

DIRECTLY RELATED	(30)	54%
SOMEWHAT RELATED	(17)	30%
NOT RELATED	(9)	16%

CHART 18

RELATIONSHIP OF HCC'S PROGRAM TO OTHER INSTITUTION'S PROGRAM



HOWARD COMMUNITY COLLEGE Office of Institutuional Research 3/28/88

CHART 19

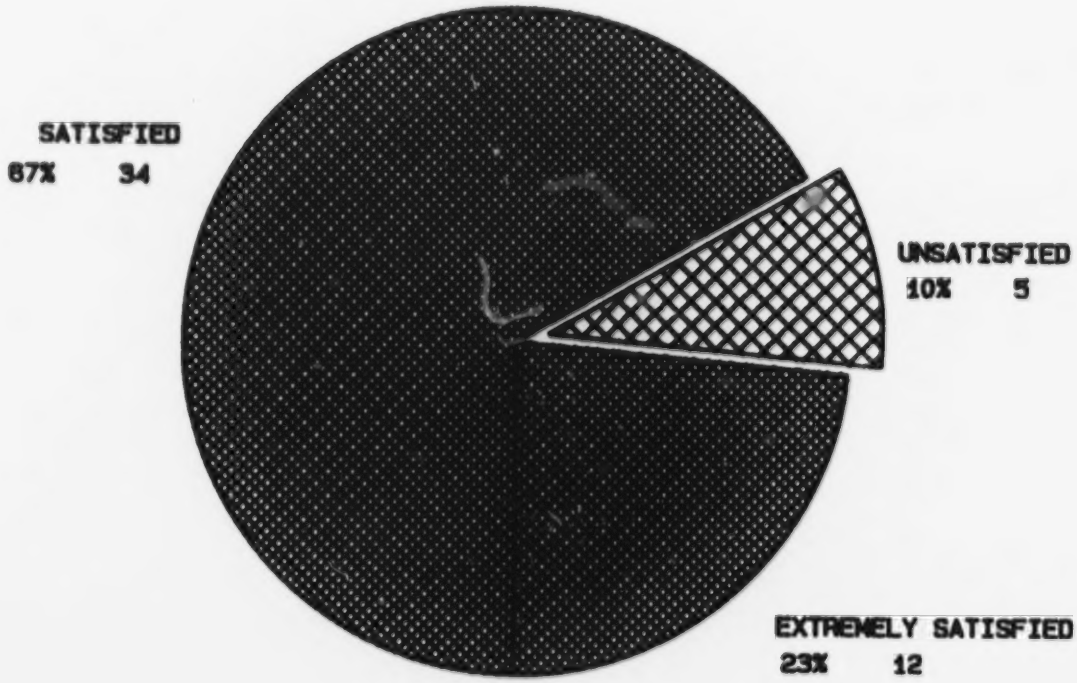
SATISFACTION WITH TRANSFER PREPARATION

Over 90% of graduates were extremely satisfied or satisfied with their transfer preparation at HCC.

EXTREMELY SATISFIED	(12)	23%
SATISFIED	(34)	67%
UNSATISFIED	(5)	10%

CHART 19

SATISFACTION WITH TRANSFER PREPARATION



HOWARD COMMUNITY COLLEGE Office of Institutional Research 3/26/86

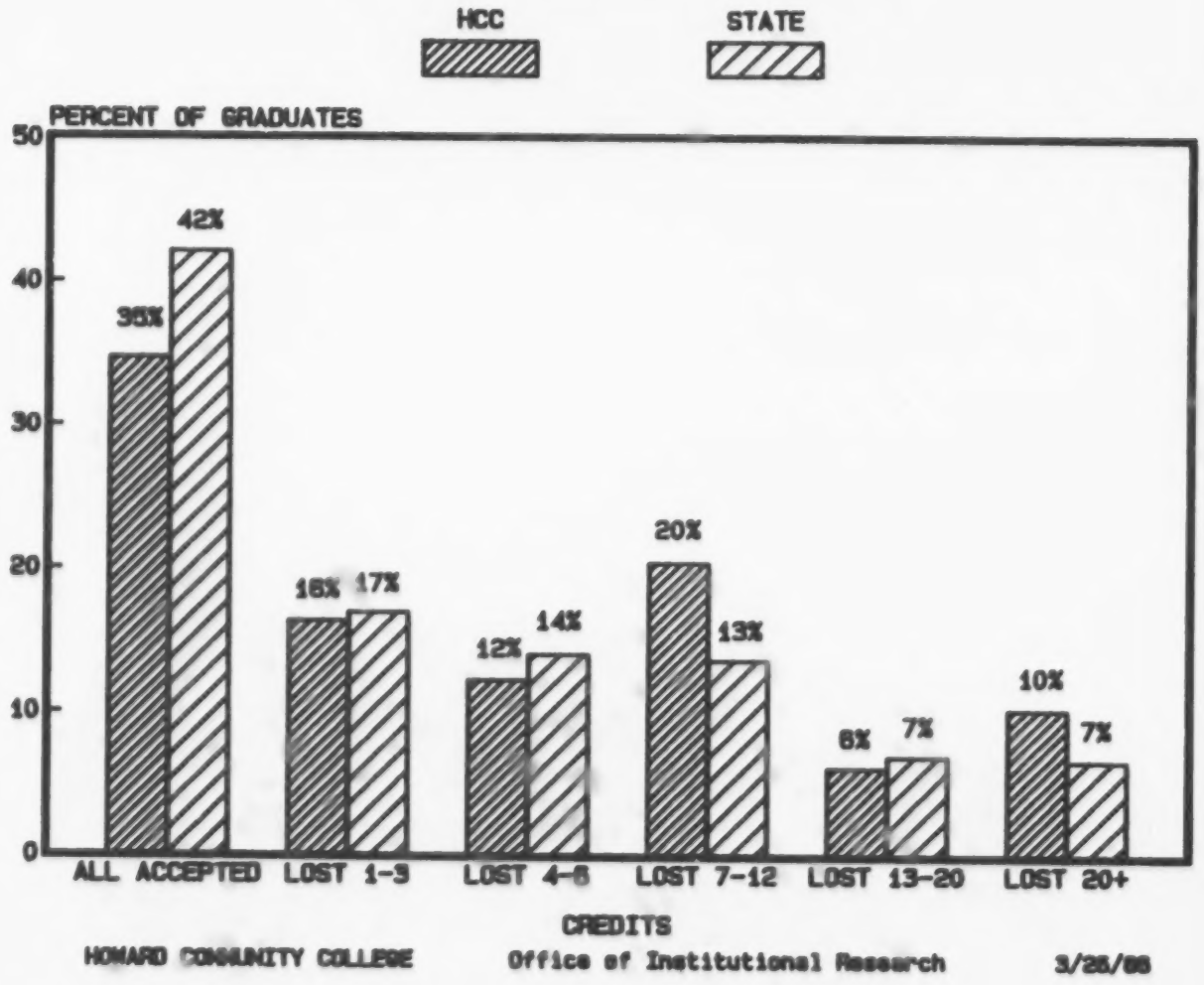
CHART 20

CREDITS LOST IN TRANSFER

Overall, transfer credits lost by graduates were somewhat more than state-wide averages.

CREDITS LOST	HCC		STATE
ALL CREDITS ACCEPTED	(17)	35%	42%
1-3	(8)	16%	17%
4-6	(6)	12%	14%
7-12	(10)	21%	13%
13-20	(3)	6%	7%
LOST MORE THAN 20 CREDITS	(5)	10%	7%

CHART 20
CREDITS LOST IN TRANSFER



PART VI

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VI. BIBLIOGRAPHY

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PART VII

SURVEY FORM

MARYLAND PUBLIC COMMUNITY COLLEGES
GRADUATE FOLLOW-UP QUESTIONNAIRE

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve programs. Please complete it promptly and return it in the envelope provided. This form should require less than 10 minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary.)

_____
(Name)

_____
(Address)

_____

PART I.

A. What is your current status? (Check **all** that apply)
- ☐ 1. Employed full-time (35 or more hours per week)
- ☐ 2. Employed part-time
- ☐ 3. Full-time student (12 or more credit hours)
- ☐ 4. Part-time student
- ☐ 5. Active military service
- ☐ 6. Full-time homemaker
- ☐ 7. Unemployed and seeking a job
- ☐ 8. Unemployed and not seeking a job
- ☐ 9. Employed and seeking a new job

B. What was your primary reason for attending this community college? (check one)
- ☐ 1. Explore a new academic area
- ☐ 2. Prepare for entry into first career
- ☐ 3. Prepare for entry into a different career
- ☐ 4. Update skills for current job
- ☐ 5. Prepare for transfer to a four-year institution
- ☐ 6. Self-enrichment
- ☐ 7. Explore a new occupational area
- ☐ 8. Other, please explain _____

C. Was your goal (indicated in Item B) achieved by the time you graduated from this community college? (check one)
- ☐ 1. Yes
- ☐ 2. No

D. How satisfied were you with the quality of classroom instruction in your program of study? (check one)
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

E. How satisfied were you with the overall quality of this community college? (check one)
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

F. Indicate why you enrolled at this particular community college? (check all that apply)
- ☐ 1. Offered desired academic program(s)/courses
- ☐ 2. Offered desired athletic program(s)
- ☐ 3. Reputation of college
- ☐ 4. Recommended by a friend
- ☐ 5. Recommended by high school teacher/counselor
- ☐ 6. Took a noncredit course; then wanted to take a credit course
- ☐ 7. Low tuition
- ☐ 8. Convenient location
- ☐ 9. Other, specify _____

G. What year did you first start attending this community college?
19 _____

H. Did you attend this community college primarily on a part-time or full-time basis?
- ☐ 1. Part-time (11 credits or less per term)
- ☐ 2. Full-time (12 credits or more per term)

PART 2.

I. Have you taken courses at another college or university since you graduated?
- ☐ 1. Yes-Answer the questions in Part 2 even if you are no longer a student at that college.
- ☐ 2. No — Go to Part 3

J. Please indicate the name or type of institution.
- ☐ 1. Another community college
- ☐ 2. University of Maryland, College Park
- ☐ 3. University of Maryland, University College
- ☐ 4. University of Maryland, Baltimore County
- ☐ 5. Towson State
- ☐ 6. Frostburg State
- ☐ 7. Bowie State
- ☐ 8. Coppin State
- ☐ 9. Morgan State
- ☐ 10. University of Baltimore
- ☐ 11. Salisbury State
- ☐ 12. St. Mary's College
- ☐ 13. Private four-year college or university in Maryland (Please specify _____)
- ☐ 14. Technical or commercial school in Maryland
- ☐ 15. Out-of-state four-year public institution
- ☐ 16. Out-of-state four-year private institution
- ☐ 17. Other out-of-state institution
- ☐ 18. Other, please specify the institution _____

K. What is (was) your enrollment status in the school indicated above?
- ☐ 1. Part-time
- ☐ 2. Full-time

L. Indicate your overall grade point average for credits earned at the transfer school (based on a 4-point scale).
- ☐ 1. Less than 2.0
- ☐ 2. 2.0-2.4
- ☐ 3. 2.5-2.9
- ☐ 4. 3.0-3.4
- ☐ 5. 3.5 and over
- ☐ 6. Have not yet completed a full semester

M. To what extent was your curriculum program at this community college related to your major at the transfer school?
- ☐ 1. Directly related
- ☐ 2. Somewhat related
- ☐ 3. Not related

N. How satisfied were you with your preparation for transfer?
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

O. How many credit hours earned at this community college were not accepted at the transfer school?
- ☐ 1. All credit hours accepted
- ☐ 2. Lost 1-3 credit hours
- ☐ 3. Lost 4-6 credit hours
- ☐ 4. Lost 7-12 credit hours
- ☐ 5. Lost 13-20 credit hours
- ☐ 6. Lost more than 21 credit hours

PART 3.

P. Your current employment status.
- ☐ 1. Employed part-time
- ☐ 2. Employed full-time
- ☐ 3. Not employed—Go to Part 4.

Q. What is the title of your current position?

_____

Employer's name and address:

_____

_____

_____

R. Will you give the college permission to contact your employer for the purpose of evaluating your community college program?
- ☐ 1. Yes
- ☐ 2. No

Supervisor's name: _____

Supervisor's title: _____

S. When did you begin your present job? (check one)
- ☐ 1. Before attending this community college
- ☐ 2. While attending this community college
- ☐ 3. After graduating from this community college

T. Geographic location in which you are presently employed. (check one)
- ☐ 1. Same county/city as this community college
- ☐ 2. Other county in Maryland
- ☐ 3. Baltimore City
- ☐ 4. Washington, D.C.
- ☐ 5. Delaware
- ☐ 6. Pennsylvania
- ☐ 7. Virginia
- ☐ 8. West Virginia
- ☐ 9. Other state

U. Relationship between your program at this community college and your job. (check one)
- ☐ 1. Program directly related to job
- ☐ 2. Program somewhat related to job
- ☐ 3. Program not at all related to job

V. If your job is **not** related to your program of study, check the major reason below. (check one)

- ☐ 1. Could not find job in field of preparation
- ☐ 2. Better pay in field in which employed
- ☐ 3. Better opportunity for advancement in field in which employed
- ☐ 4. Did not want to work in the field of preparation
- ☐ 5. Program of study at this college was not career-oriented
- ☐ 6. Other (please explain) _____

W. If you are employed *full-time*, what is your current annual salary (without overtime and before deductions)?

$ _____

X. How satisfied are you with your community college preparation for employment? (check one)

- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

IF YOU ARE NOT EMPLOYED, COMPLETE PART 4.

PART 4.

Y. Please check one.

- ☐ 1. I am seeking a job
- ☐ 2. I am not seeking a job

Z. If you are seeking a job, please check the **major** reason you have been unable to secure employment. (check one)

- ☐ 1. Salary too low in the field for which I was prepared at the community college
- ☐ 2. There are few openings in the field for which I was prepared
- ☐ 3. I need more education to qualify for the job I want
- ☐ 4. I have changed my career objective since graduating
- ☐ 5. I have not looked hard enough

What did you like best about this community college?

_____

_____

What changes could be made to your community college program to improve a graduate's employment and/or transfer performance?

_____

_____

_____

Thank you for completing this questionnaire. Please return it in the enclosed prepaid envelope.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
MAY 30 1986